DOCUMENT RESUME

ED 457 596 EA 031 357

AUTHOR Bogotch, Ira E.
TITLE Emerging Trends in Teaching and Learning Educational Leadership.
PUB DATE 2001-04-00
NOTE 28p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
PUB TYPE Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; *Educational Change; *Educational Research; Elementary Secondary Education; Higher Education; Program Improvement

ABSTRACT

Educational leadership has been supported by an inadequate knowledge base for administrative preparation and an inadequate research base for program improvement. Over the past 40 years, no new programmatic ideas have been produced in this field. This paper reports on trends to improve the quality of research and theory development in the teaching and learning of educational leadership. The Teaching in Educational Administration Special Interest Group (TEA-SIG) was involved in making the learning and teaching of educational administration a legitimate research topic within the American Educational Research Association (AERA) and an accepted vehicle for exchanging ideas about teaching and learning. Research trends include the study of structural reforms, and studies including contextuality (for example, the inclusion of poverty and race). Other signs for positive change are online delivery of courses and programs, cohort programs, fast-tracks, district-department partnerships, and field-based programs. The ultimate challenge is that new leadership teaching and actions need to take place in a learning-to-learn context, and learning needs to continue on the job. An appendix contains a table comparing seven sources of data about educational administrator education. (Contains 24 references, 4 tables, and 2 figures.) (RT)

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Emerging Trends in Teaching and Learning Educational Leadership[1]

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Emerging Trends in Teaching and Learning Educational Leadership[1]

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Introduction

During the 1990s, an increasing number of professors in educational leadership turned their research attention to the study of teaching and learning in both pre and in-service administrative programs. Today, after another decade of school reforms, what effect has this new research agenda had on our field? In looking for evidence of emerging trends, I have taken a broad perspective of the educational and political dynamics surrounding the birth of the Teaching in Educational Administration Special Interest Group [TEA-SIG] of the American Educational Research Association in 1994. While no one can predict the future, it is important to look at events and groups having the power to influence the future. For that reason, the study of teaching and learning in educational leadership must go beyond what the research itself reports. In educational leadership, there continues to be external forces demanding structural reforms as well as our own internal struggles over knowledge and skills. It is within the contexts of both external demands for reforms and an uncertain and problematic knowledge base that the present and future of teaching and learning in educational leadership is being constructed (see Figure 1).

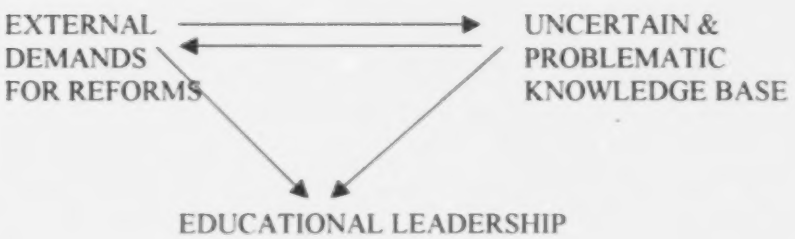

FIGURE 1: Continued Vulnerability

Figure 1 depicts these two significant forces that have affected educational leadership since its inception (Callahan, 1962, Griffiths, 1979). For the most part, discussions of structural reforms [as policy or program design] and the knowledge base have remained conceptually apart – as if structural reforms do not have significant effects on what is taught [and learned] as well as how content is presented. One of the underlying assumptions I make with respect to the research on leadership teaching and learning is that both dimensions need to be understood as a dynamic interrelationship. And, that such understanding comes from studying how professorial practices of classroom dynamics, program development, and publishing have influenced the content and structures of educational leadership. In other words, the contexts of teaching and learning

[1] An earlier version of this paper was presented at the TEA-SIG Business Meeting at AERA, Seattle WA, April, 2001

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need to be part of any leadership theory development which might result from these lines of research (Ellsworth, 1989, p. 300).

In this paper, I have categorized research as being static, evolving or emerging, with an eye on the long-term objective of advancing a pedagogical theory of leadership. Such a theory would shift the power of pedagogy to a more centrally strategic position for school change, alongside other leadership practices such as policymaking and publishing. The result is a paper that is part empirical investigation, part annotated bibliography, and part essay, that specifically answers three broad questions:

(1) How has research in teaching and learning leadership evolved over a relatively short seven year history beginning with the birth the TEA-SIG?

(2) What political and structural factors have influenced teaching and learning in educational leadership?

(3) How has research on the role of teaching and learning in educational leadership moved towards developing a pedagogical theory of leadership?

Brief History Prior to the Birth of the TEA-SIG

In the years prior to the SIG's founding at AERA, two professional educational leadership associations, NCPEA and UCEA, had established forums for conversations on preparation programs and teaching methods. Their histories have been well documented (Achilles, 1994; Griffiths, 1979; Murphy, 1992). Achilles (1994) did a 40-year comparison of programmatic reforms in educational leadership beginning in 1950 [Cooperative Program in Educational Administration (CPEA), 1950-1959 CPEA] and continuing through the National Policy Board, 1987. He came to one "inescapable" conclusion":

> Educational Administration [EA] reforms have maintained a trend begun in 1950, at least in terms of form or structure of the proposed reforms.... The similarity of the form and structure of the 1980s vision statements and the historical record is incredibly evident.... If one accepts the verisimilitude and the need for improvement, the 1980s reports are not visionary; they represent refinements of a goal long since set but not yet attained.

Out of a total of twenty-two structural and program variables across eight major reform efforts, Achilles (1994) reported "100% correspondence or agreement" for 17 variables, and only one difference for the remaining five variables. He compared program structures such as program focus [i.e., practice], recruitment, selection, cohort models, student support ($), and full-time attendance along with program content variables such as interdisciplinary courses, core courses, cognate areas, research and evaluation, and internships (See Appendix)

Achilles further noted that "with few exceptions, preparation-program data generated prior to CPEA [1950-1959] consisted of opinion, analogy, induction, some logic, and a little theory" (p.9). Miklos (1992), writing in the Encyclopedia of Educational Research, had come to a similar conclusion: "not only is there an uncertain knowledge base for administrative preparation, there is also an inadequate research base for efforts to improve programs" (p.28). Therefore, it should not be at all surprising that the perspective illustrated in Figure 1 has not produced new programmatic ideas in 40 years. During this period, educational leadership professors did not conduct systematic research on program designs, course content, or their own pedagogical practices. These were not yet viewed as valid topics for educational leadership research. Moreover, what little research there was has not been supported by any theoretical assumptions that pedagogy [i.e., teaching and learning] could transform programmatic structures or knowledge in our field. Thus, with no certain knowledge base nor with any research agendas to support the development of new theory, the structures and content of educational leadership programs remained strikingly static – and disconnected from school reforms themselves.

With respect to content, Achilles (1994) identified a similar institutionalized pattern. Over that same 40 year period, Achilles found "human relations [theories], social science emphases, use of simulations and case studies, and so forth" (p. 18) to be the dominant subject-matter. The theories and practices, however, have reflected different orientations ranging from the so-called "theory movement" in which "administration qua administration" was presented and studied from a socially scientific perspective to the emphases on practice, reflective (Schon, 1983) as well as mindless (Bruner, 1996). While most readers are familiar with our history of vulnerability (Callahan, 1962) and the classics of the theory movement, the research conducted on teaching and learning leadership practice is generally less known. One of the most noteworthy, if not forgotten, efforts was a book titled Leadership and Learning by Jentz and Wofford, published in 1979 by McGraw-Hill. It was based on school leadership case studies: "This book presents a theory of personal learning. That learning leads to changed leadership styles as pictured in five cases of administrative conflict and analyzed in commentaries" (p. 3). Methodologically, they asked a single leadership question. "How do you see yourself offering leadership in your particular situation?" (p. 179). This approach represented a very different kind of research question for educational leadership. Previously, the underlying assumption of leadership research began as "all things being equal." Objectivity and rationality were also assumed as necessary for research. Context was merely the setting or location for conducting a research study, not a co-determining or causal variable. Moreover, *deep* learning was what researchers did, not school leaders. Clearly, Jentz and Wofford presented a view of practical sense making that was decades ahead of the rest of the field. It was not until educational leadership began to accept culturally relevant frameworks, critical perspectives including feminism, and adult learning theories, that the concepts of learning and context became enmeshed in the literature on leadership.

One last point I want to highlight from Achilles (1994) relates to his predictions for the future. Although he offered no empirical evidence of emerging [post 1990] trends, he raised a number of rhetorical questions based on changes and events he had witnessed.

He referred to these as the visions of the 1990s. Specifically, he asked, "Will it [i.e., the vision] be the use of technology, problem-based learning, cultural diversity, focus on qualitative study, development of a knowledge based and method of inquiry? National Certification? Reciprocity?" (p. 18). In the following pages, I will try to put empirical evidence next to these rhetorical questions, beginning with the efforts of the Teaching in Educational Administration SIG.

TEA's First Response

It was within this isomorphic reality that the TEA-SIG was founded at AERA in 1994. Actually, the TEA-SIG has two birthdays. The first was a 1994 AERA program put together [in 1993] through the efforts of Judith Martin, Phillip Hallinger, and Edwin Bridges. The SIG's "official" birthday was celebrated at its 1994 Business Meeting, a full slate of officers were "elected." Everyone who volunteered for a position was "elected" and then told by the SIG members to decide among themselves which leadership roles they should play. That's how I was "elected" as the SIG's first Program Co-Chair [along with Woody Hughes] for 1995 and solo Program Chair for 1996.

In that first "official" AERA program, Lynn Bosetti and Benjamin Levin (1995) captured the SIG's primary *raison d'etre* in their presentation of e-mail conversations held during the SIG's first year. In their introductory remarks, they wrote:

> Teaching is an important part of the work of most professors of educational administration. However, unlike research and service, innovations in teaching tend to be developed by individual and small groups and passed on to others, if at all, by word of mouth and personal contact. We know that there are many interesting teaching practices in educational administration programs around the world. Continued efforts to alter and improve teaching are vital to our programs. Yet there are few regular vehicles for exchanging ideas about teaching, especially when compared with the opportunities for exchanging scholarly work. Journals publish few articles on teaching in educational administration, and these tend to be relatively abstract. Conferences of academics tend to focus much more on research than on teaching. The lack of opportunity in this area is particularly problematic in that teaching changes primarily through various sorts of informal exchange. The advent of the TEA SIG last year gives us a vehicle within AERA to give more attention to teaching issues.

For me as Program Chair during its first two years, I would say that the most significant development to emerge since the SIG's birth has been the acceptance of teaching [and learning] in educational administration not only as a vehicle for exchanging ideas about teaching and learning (Bosetti & Levin, 1995), but also as a *legitimate* topic of AERA research. Although NCPEA and UCEA had featured segments on teaching and learning at their annual conferences, they presented neither the scope nor the depth of empirical research to convince the educational leadership professorate that our own teaching and learning or program development activities were legitimate topics worthy of the name research. From the perspectives of blind reviewers who establish and maintain

professional norms, it was obvious in 1995 that teaching in educational administration was not yet a legitimate field of study. However, I did think then and still do today that there was a desire among the professorate to establish a more authentic relationship between graduate programs in educational administration, scholarship, and actual school improvement (Bogotch, 1995). Nevertheless, I distinctly recall blind reviews of TEA-SIG proposals with the words, "the topic and quality are not up to AERA, Division A research standards." More than a few of those early reviewers opposed both the self-reflectivity of the written proposals as well as the limited classroom and/or program/institutional focus of the research designs. The topic of teaching and learning might be appropriate for an extended conversation, but it did not qualify as legitimate AERA research. Alongside this belief was another factor which has not been openly acknowledged, that is, this new SIG opened the door to AERA membership to professors from non-research-oriented universities, thereby blurring the historic divisions between UCEA-member faculty and faculty from outside of this elite academic circle. To what extent this democratization might have contributed to negative proposal reviews, I couldn't substantiate, but, I believe, it was also a factor.

Over the last seven years, however, such objections to conducting research on teaching and learning in educational administration have been erased, at least in the minds of AERA reviewers. At the same time, the lingering questions of our legitimate knowledge base, or more pointedly our pedagogical center (Evans, 1999) has remained an unresolved issue, not only for the members of the TEA-SIG, but also for the field of Educational Leadership as a whole – as reflected by Division A's institution of a Section on Teaching and Learning and Program Preparation. In the following pages, I will analyze the teaching and learning trends beginning with TEA-SIG presentations, followed by a discussion of structural reforms and the published works from three of the most aggressive publishers in our field: Corwin Press, Jossey-Bass, and Eye on Education.

Overview of TEA-SIG Presentations: 1994-2001

In Table 1, I have identified TEA-SIG presentation topics by their *keywords* from 1994 through 2001.[2] In this respect, the extant study should be considered preliminary in that I have not analyzed the *content* of the presentations. The initial division of categories begins with the two labels *substantive* and *structural*. The latter refers to the structural aspects of both programs and policies whereas the former addresses the subject-matter content taught/researched. A subsequent division labels the keywords as "static," "evolving," or "emerging."

Static topics are those that have appeared on the TEA programs only once – they came and went. What may be confusing, however, is that the topic itself may, in fact, be the subject of intense or ongoing research activity elsewhere. For example, the topic *change* is labeled "static." There has been a great deal of research on change from many other perspectives: school improvement, leadership, policy, etc. The reason why it received the

[2] I have included Division A, 2001 presentations as trend supporting data. These topics are italicized in Table 1

label of "static" here is because of the lack of research specifically on the teaching and learning of change. It is one thing for Michael Fullan (1993, 1999) to articulate [the meaning of] change lessons; it is quite another to research the pedagogy of teaching his eight change lessons. This distinction highlights the problem facing a pedagogy of leadership, and that is, that pedagogy has been subservient to almost any other organizational articulation in terms of either policies or administration. I will elaborate on this point in the last section of the paper.

The label, "evolving" topics is self-evident. Here we see topics that have generated numerous research studies, sometimes from the same authors, other times from a variety of researchers. Moreover, the perspectives and insights keep changing – at least with respect to the keywords listed in Table 1. Nevertheless, it is not clear to what extent "evolving" topics reflect new beginnings, syntheses, or meta-level analyses. That would require a content analysis of the research. Now, as you look at Table 1, it should be plain to see which research topics have had relative staying power [i.e., evolving] from 1994 through 2001 [e.g., PBL, technology, cohorts, internships, case studies, classroom dynamics, and democratic values]; and, which topics have only recently "emerged" [e.g., cross-cultural contexts] as research.

"Emerging" topics were the most difficult to project for they required something different from merely *counting* the number of times a topic appeared in the TEA-SIG program. These topics reflect, in my view, a new common direction, namely *contextuality*, such as poverty, race, inclusion, etc. For me, this new direction illustrates the distinction between educational leadership research as a rational search for truth and generalizability versus a research emphasis focused on understanding contextual differences affecting educational leadership practices. Again, without a *content* analysis of the studies themselves, there is no way to determine whether the identification of context serves merely as background or reflects something more significant in terms of the relationship between theory and practice (Bourdieu, 1972/1977). My own bias points me in the direction of a pedagogy that emerges from the field of leadership practice. For this reason, I use the label "context-emerging" in Table 1 rather than substance or structure. When contexts are integral to theory-development, the differences between substance and structures become less important than their effects on understanding the meanings of knowledge and structural reforms.

Table 1
Thematic Presentations at TEA-SIG Meetings:
1994-2001

Topics	Comments
Action Research-- Collaborative Action Research—Practice to Theory (2001)	Substance-evolving
Administrative- thinking	Substance-static
Alternative delivery: US-Canada(2001)	*Context-emerging*
Assessment Center Model (2001)	*Structural-static*
Caring/Sharing Power	*
Case Studies -- Case Simulations --Case Story/ies (3)—Narratives--Student-Authored Cases (2001)	Substance-evolving
Change—Change agents	*
Innovative Approaches—Instructional Models [2]—Cognition—Learning Styles--Classroom Performance (2001)-- Socratic seminars (2001)	Substance-evolving
Cohort -Development[3] – Cohort Learning (2001)	Structural/Substance-evolving
Collaborative Work Teams	*
Community--Democratic Values—for Diversity—*Socially-Responsible(2001)— Critique Politics (2001)*	*Substance-evolving*
District 2:NYC (2001)	Context-emerging
Ethics	*
Expected and Unexpected experiences	*
Film/Moral Leadership--*the Arts (2001)*	*Substance-evolving*
Globalization	*
Inclusion (2001)	*Substance-emerging*
Internships [2]—Field Performance (2001)—Internship (2001)	Structural-evolving
Interviews	*
Managers and leaders—Competency-- Constructivist leader—Portraiture	Substance-evolving
Mentoring-- Mentoring *[2](2001)*	*Structural-evolving*
Other Professions	*
Problem-Based Learning—*PBL(2001)*	*Substance-evolving*
Programmatic Alternatives	*
Poverty [2] (2001)	Context-emerging
Professional Development Schools—School Reform	*
Recruiting-- *District: Growing their own (2001)*	*Structural-evolving*
Reflection—Constructivism--Reflective Journals	Substance-evolving
Rubics [2]	Substance-evolving
SBM-- Decision Making	*
Technology—Television—Internet-- on-line teaching [2] (2001)—technology (2001)	Structural-evolving
Urban: US-China(2001)	*Context-emerging*
Hispanic Communities--US-Mexico (2001)	Context-emerging

Table 1 presents thirty-three categories representing the range of research topics on teaching and learning leadership presented from 1994 through 2001 at the TEA-SIG paper, symposium and roundtable presentations. In addition, the topics in italics come from this year's, 2001, Division A program in order to reflect how the wider Educational Leadership field currently views teaching and learning research. Two-thirds of the topics were identified as either "evolving" trends from previous research efforts or newly "emerging" trends. Fifty percent represent substantive changes related to the knowledge bases of educational leadership; the other 50 percent are split between emerging cross-cultural context-oriented research and research on structural reforms. Figures 2a and 2b below depict the *keyword* data by knowledge base and structural reforms respectively.

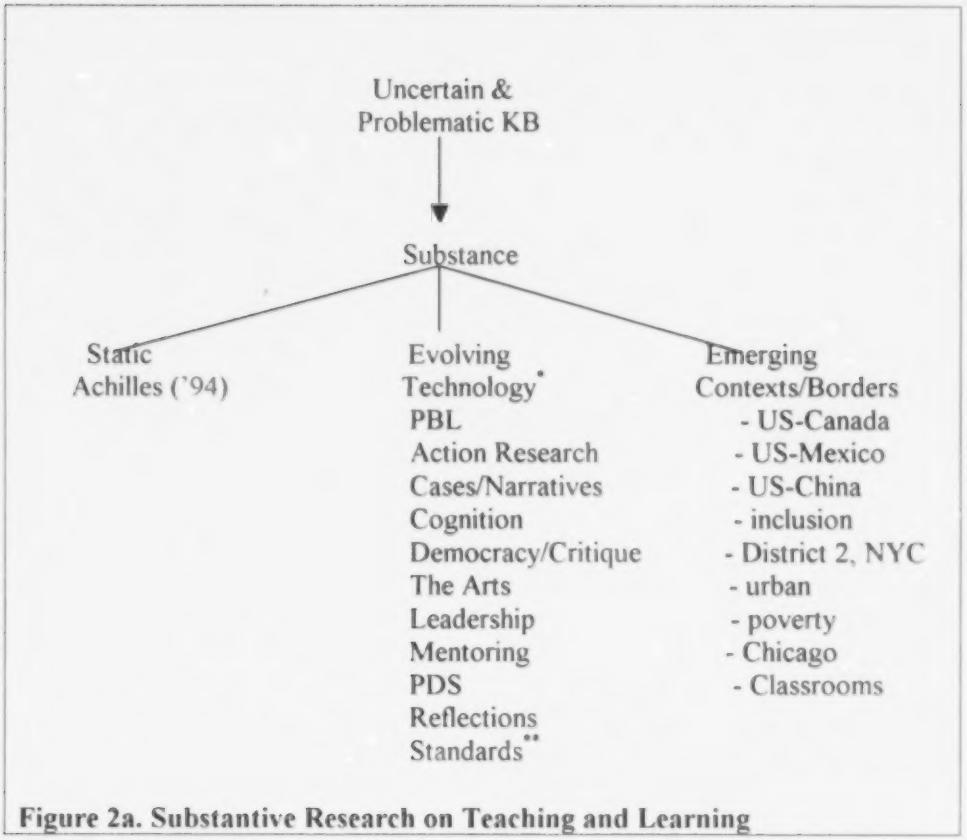

Figure 2a. Substantive Research on Teaching and Learning

* Technology is both a structural reform in terms of fostering greater efficiency, but it also has the potential for changing the nature of the work itself [as substance].

**The addition of Standards to this list reflects two perspectives: (1) that it is tied to research on assessments, portfolios, rubrics, etc., and (2) that it, like technology, can be both a structural reform as well as substantive content.

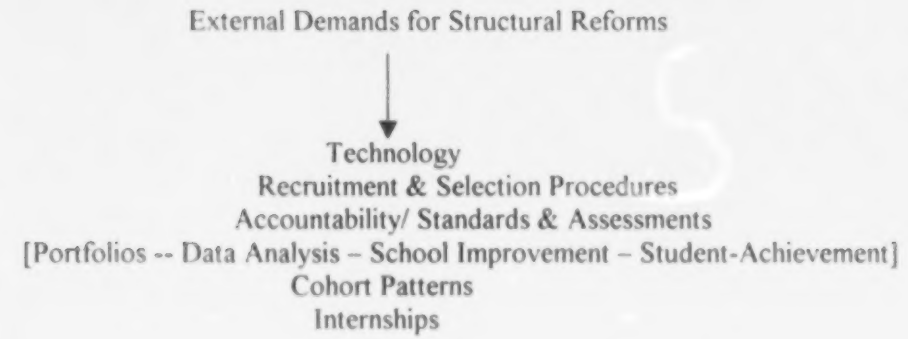

Figure 2b. Research on Structural Reforms

In the next section, I will first present a rationale for structural reforms followed by implications from the structural reform evidence.

Structural Reforms as Trends

Throughout our history, Educational Leadership faculties have been responsive to external demands for reform. Some might say that we have been too responsive. But given the dynamics of vulnerability, emanating from within [i.e., KB] and without [mandated reforms], we can at least understand some of the reasons why we are where we are as a field. Even that statement, however, must be qualified, for with over 500 educational leadership programs across this country alone, the variations in lived experiences of university faculty are very different – notwithstanding Achilles' (1994) findings.

Nevertheless, Achilles' (1994) data offer a starting line for looking at structural changes. His own categories were, in fact, primarily structural: that is, "pre-program" variables [focus, recruitment, and selection] and "program" variables [cohort, core courses, internship, etc.]. According to Achilles, the intended focus over the last 40 years was to create more practitioner-oriented coursework culminating in a meaningful internship. However, the road to such programmatic reforms has been far more complex than planners, philanthropic donors, or policymakers had anticipated. For example, while programs have striven to include more field-based activities and stronger, if not longer, internships (Milstein, 1993), such innovations have created other programmatic needs such as improved field-site mentoring (Daresh & Playko (1994) and rubric criteria for portfolio assessment (Peters & March, 1994). Thus, what may have begun as a genuine desire to meet the immediate needs of practitioners [i.e., schools and school districts] has led to implementation difficulties along with the need for both new and continuing research studies. Unfortunately, many structural reforms have been implemented without systematic research evidence. For this reason, I want to now look at other [i.e., nonresearch] factors which have influenced teaching and learning in educational leadership.

Non-Reseach Factors:

University-based school administrative preparation programs, especially those offering certification by State Departments of Education, are often viewed by institutional leaders as "cash cows." Thus, in the eyes of university and college administrators, a "successful" educational leadership program may be one that is defined by increased students [SCHs & FTEs] and subsequent tuition dollars, rather than by the quality of its course offerings, the program faculty's teaching abilities, or its research productivity. The latter qualities almost tend to disappear during times of projected shortages of school principals [historically referred to burnout or the graying of the principalship].

This confluence of institutional factors – and most other variations of the "cash cow" thesis – tends to set off chain reactions whereby programs seek to increase their enrollments on and off-campuses – ostensibly to meet school systems' needs, regardless of whether the school districts are directly involved in the reform efforts. Many school districts have responded out of their own needs to increase the number of principalship candidates. In these instances, the school district is interested only in increasing university enrollment of their own employees: hence, the development of cohort models composed entirely of candidates from single districts. The reform then provides the universities with another pool for increasing enrollments.

Other university initiatives have involved technology, specifically distance learning. It is out of such enrollment demands that structural reforms such as technology [e.g., on-line courses] and cohort structures often emerge in educational leadership. Below are seven structural reforms [as revised from Figure 2b] which reflect the above policy and program dynamics:

- On-line delivery of courses and programs
- Cohort structures and compositions of courses and programs
- District-Department partnerships
- Fast-Tracks [alternative schedule of delivery of subject-matter content]
- Alternative Certification
- Field-Based Programs
- State and National Standards

It should be evident that both educational leadership researchers as well as text publishers have taken their cues from these policy and structural dimensions. Such work is timely,

and is needed in order for programs to catch up to the fast pace of innovations and implementation. It should also be clear from Table 1 that the TEA-SIG forum has played an important role in promoting these research efforts, albeit in most instances *posthoc*.

In the following section, I explore some of the implications of these structural dynamics. Because of the field's vulnerability (Callahan, 1962) coupled with what Clifford and Guthrie (1988) labeled "the weak technology of pedagogy" (see Chapter Eight), there have been artificially created interactions between research on content and context on the one hand and the structural reforms on the other. These implications are reshaping the landscape of university-based educational leadership programs beyond what Murphy (1992) and others have previously reported.

Normal, Predator, and Academy Responses to Structural Reforms and Teaching and Learning Research: A Typology

Universities and departments of educational leadership have responded differentially to both the external demands for reform and the uncertain knowledge base. In this section, I describe three prototypical responses. In identifying specific types, however, I recognize that many educational leadership programs offer more than one instructional approach to leadership preparation – either as a choice to aspiring administrators [e.g., weekday evening classes versus all-day Saturdays], or as part of a department's multiple mission and goals [e.g., a bifurcated practitioner-oriented program often at the masters' level as well as a more theoretical program at the doctoral level]. As with any typology, there is a deliberate exaggeration in order to clarify differences in educational objectives and structures.

Normal[3] Graduate Programs

One of the most persistent, if not dominant responses to demands for structural reform has been to strengthen a program's technical-rational orientation, often emphasizing managerial skills over the "heart" of leadership. Courses and subject-matter content are presented as straightforward, linear, and unproblematic [e.g., how-to lists, prescriptive textbooks, etc.]. In some reform-minded states [read highly centralized], such content may be linked to fulfilling competencies and accountability [e.g., Florida]. In such states, the policies and practices have not kept pace with leadership research. The focus is on the role of the principal as an individual who mirrors culturally inscribed leadership behaviors as opposed to looking at the effects of such behaviors on teacher and student performance.

Another, yet distinct characteristic of the "normal" graduate programs in educational leadership has been to adopt a "less management- more leadership" approach, with courses emphasizing self-reflection, reflective practice, journaling, as well as leader-follower dynamics. Although it may be difficult to draw a line between these two aspects of "normal" graduate programs, together they represent the majority of educational leadership programs at the masters and doctoral levels in this country.

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[3] The term "normal" has been borrowed from works by James Guthrie

Normal Graduate Programs are the largest institutionalized category comprising these two segments [i.e., managerial and leadership emphasis]. They have partially embraced structural reform trends as well as different topics among the "evolving" and "emerging" knowledge base. These schools occupy the proverbial center and currently represent mainstream educational leadership. There are normal graduate programs throughout the country in each of the four quadrants depicted in Figure 3 below.

Entrepreneurial-Predators

With few exceptions, every higher educational institution in the US has been subject to market forces. A fast growing number of educational leadership programs have, therefore, embraced an entrepreneurial-orientation towards their delivery and content – ranging from distance learning to off-campus cohorts. While these structural changes almost always necessitate some changes in the content of the program, there are faculty who make the changes reluctantly while others welcome it as part of the new new era. At one end of the market force continuum is that group of educational leadership programs which have earned the label, "predators" – like their counterparts in the animal kingdom, such programs feed on their weaker prey, seen here as "normal" graduate programs whose course offerings are not tailored to attracting consumers/clients. These "predator" programs offer graduate students the most expedient delivery models in terms of course structures and course substance. In some instances, even the doctoral work becomes an extension of masters' level content with a writing project required at completion. Predator programs have willingly embraced emerging structural reforms as part of their market strategy to attract graduate students. They seek to make enrolling, attending, and completing as painless a process as possible – up to and including the doctoral level. They offer convenience to adults working full-time, along with practical, if not expedient content, based on static views of standards, specific problems, etc. Moreover, without a consensus on the knowledge base [to challenge them politically, intellectually or ethically] and with publishers aggressively seeking to reach every market with practical books and materials, the predator programs have established themselves not only in this country, but internationally. Therefore, predator programs often reflect an emerging position in terms of structural reforms while remaining static with respect to the knowledge base.

The Academy

The third and smallest group of educational leadership programs have maintained a scholarly orientation – as either traditional and/or critical. Some of these "academy" schools have actually dropped the preparation of school administrators altogether (e.g., Duke University[4]), or have maintained a strict bifurcated model segregating practitioner-oriented faculty who work with masters' level students from their theory counterparts in social science and humanities who work exclusively with doctoral students. Because "academy" institutions have either abandoned educational leadership or have integrated

[4] Duke University dropped educational leadership, but currently offers a distance learning MBA degree program throughout the world.

the study into social sciences and humanities' disciplines – they are literally all over the map in terms of the kinds of knowledge and structural reforms a graduate student might be exposed to at such an institution.

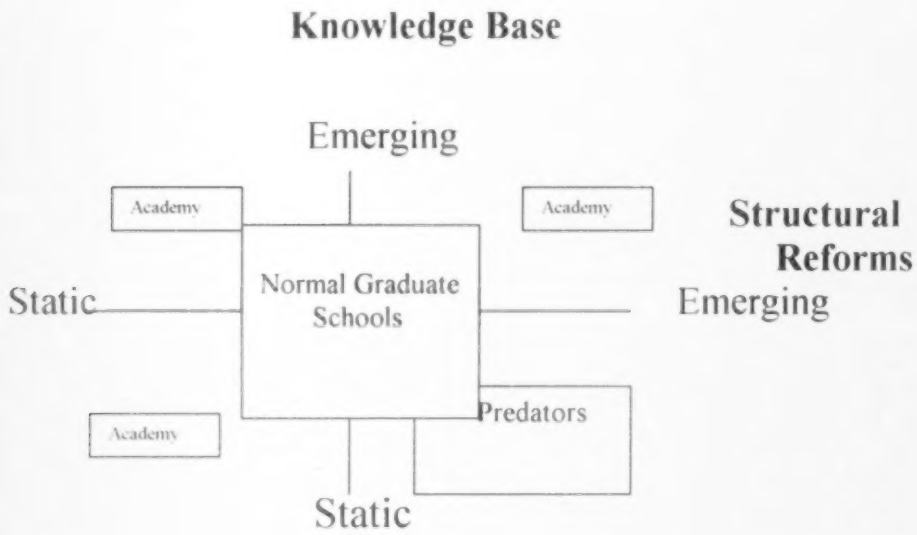

Figure 3: Interactions of KB and Structural Reforms With Differential Institutional Responses

Figure 3 depicts the interrelationships among the three differential program responses with the demands for structural reforms and the uncertain knowledge base over the last seven years. These differential responses speak to a complex dynamic of structural reforms and knowledge issues. Along each dimension, the vertical knowledge base and the horizontal structural reforms, I have plotted the dominant positions taken by the new landscape in educational leadership from static to emerging. With each dimension, however, there majority of research activities would still have to be labeled as "evolving." While the future is unclear, what we have in the present is an on-going reconfiguration of the world of educational leadership – one far different from what most professors experienced themselves as graduate students.

TEA's Second Response

In contrast with TEA's first response to institutional stasis in 1994, the world of educational leadership today is very different and will require different research responses. Although, the majority of educational leadership students and faculty attend and are employed by public and private "normal" graduate programs, the trends in our knowledge base and structural reforms suggest new directions for research. Because of

the changes in the landscape, it is more important than ever to conduct research that answers questions for consumers/clients/aspiring administrators, who now have some very clear, but different, choices among which graduate program to attend. The field of educational leadership cannot remain silent with respect to these differences. We have a professional responsibility to offer guidance to the public.

We know that aspiring administrators use differential criteria for choosing which particular program to attend. We know this because they and school systems tell us. In return, how do we respond? Do we as a profession make the distinctions among graduate programs public and explicit? Do we try to distinguish between structural reforms and substance reforms? Do we offer research evidence as to whether structural reform differences actually matter in terms of performing administrative work? Do we inform graduate students that what they will learn in a 15 month fast-track school administration program is different from what they will learn by doing a two-year residential program [or whatever model is offered by "normal" schools]? Do we know the difference between programs which focus on practical skills and competencies as opposed to those programs teaching broad theoretical understandings of organizations and policy dynamics? Do we make explicit the connections between theory and practice? How important is reflective practice or action research methods and skills? Lastly, how important is it that educational leadership faculties engage collaboratively in program innovations and research?

Many of the above questions we cannot answer without further research. But there are questions that we *can* answer today. For instance, we can identify those graduate school faculties who are actively engaged in their own reflexive learning. Based on data-bases [e.g. ERIC] and conference presentations, we also know which faculties [individuals and collectively] are not engaged in such reflective practice. Our profession does not have a normative requirement that we engage in reflexive learning, faculty development, and programmatic research nor that we make such qualitative [quality?] information available to the public. But unless we begin to consider some alternative responses to the above questions, then structural differences as reforms will continue to dictate the choices aspiring administrators make. How can educational leadership aspire to the status of a profession without considering new research-based responses?

While it is beyond the scope of this paper to answer the above questions, some supporting evidence might help to clarify the distinctions raised here. Not only is this important for understanding the role of faculty and research, but it also has implications for our knowledge base. That is, the professional context of research professors extends beyond her/her affiliation with a university and department. Teaching and learning cannot be adequately understood without a study of articles and books which are not only teachers' tools, but also significant factors in the content of the educational leadership curricula. Both program and individual faculty's research activities, and the selection of program texts merit further research. Figure 4 outlines the extended inter-relationships again, beginning with the demands for structural reforms and the uncertain knowledge base.

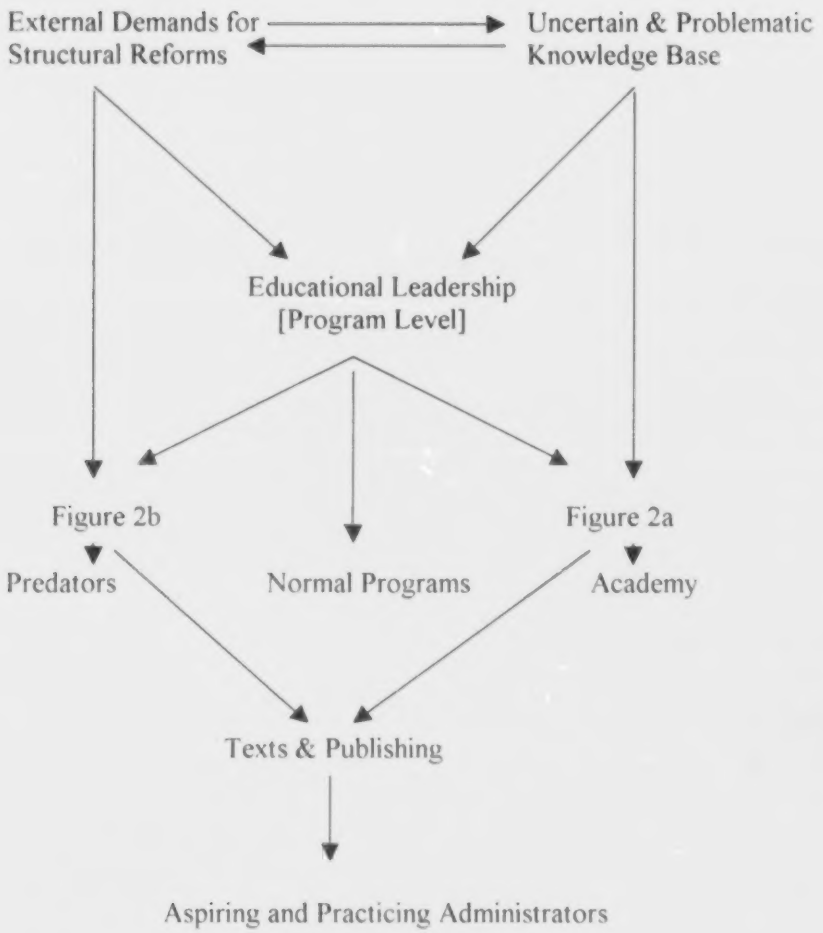

Figure 4. Dynamics of Educational Leadership Affecting Teaching and Learning

The above question of collaborative faculty research in educational leadership programs raises some interesting points: Is this research effort a product of an entire program faculty, one that reflects a shared philosophy or pedagogy across professors; or, is this largely the work of a single author speaking on behalf of colleagues? It is one thing for individual faculty to think and write reflexively about her/his course/program; it is another thing to extend the pedagogical conversation beyond individuals and courses. While I cannot attribute collaborative or programmatic research directly to the birth of the TEA-SIG, it was apparent from the SIG's inception that there are pedagogically-oriented program faculties at some institutions as well as a growing number of individual innovators of leadership pedagogy. As an example of the latter, Ed Bridges wrote the following about his early efforts to introduce PBL into the Stanford Principal preparation program: "...[F]ew of our current faculty are familiar with the basic tenets and practices

of this approach (p. 121). In contrast, faculties from Pepperdine, Wyoming, Missouri-Columbia, Hofstra, SUNY-Buffalo, the University of New Orleans, among others have over time presented collaborative research on teaching and learning inside of their leadership programs. As with collaboration as a valued reform strategy within K-12 schools, so, too, collaboration may be a significant reform in educational leadership programs. For faculty to work and think programmatically rather than as teachers of specific subject-matter courses can potentially change the meaning of educational leadership as both we and our graduate students experience it (see Bogotch, 1998 for elaboration on "thinking programmatically").

Beyond faculty collaboration, the most significant emerging trend has been the inclusion of contextual variables in the knowledge base of teaching and learning of leadership. Just as culturally relevant pedagogy has emerged in teacher education and schools, culturally relevant leadership is a topic that researchers are just beginning to identify in their research. According to Pisapia (in press) "when administrators propose to lead, it is essential that they interpret the events and rhythms found in the context in which they work" (p. 137). What he goes on to describe as the " 'messy' nature of education's strategic context" (p. 208) is no less true for professors working within/without of university departments of educational administration and, thus, effect our own understandings and performances as much as they do school leaders.

In the next section, I turn to another extension of the interactions between context and the knowledge base: the publication market. Although publishers use both professors and practitioners to judge the merits of proposals, the decision-making process that goes into publishing a book is qualitatively different from publication in peer-reviewed journals. The former is in the business of selling books and uncovering new markets. To the extent that texts may serve as proxies for curricular development, there is a commodity aspect to our knowledge base. While this is true for all academic fields of study, what may be more problematic to educational leadership is the degree of commodification in what we teach and learn.

Publishers' Texts as Teaching and Learning Reforms:[5]

There is a growing number of publishers doing business within the educational leadership market. I focus on three of the most "aggressive" publishers, those which not only bring out many book titles each year, but also address topics parallel to many of the teaching, learning, and structural reform trends discussed throughout this paper. The three, Corwin Press, Josssey-Bass, and Eye on Education [i.e., Sponsor of the TEA-SIG], are quite different from both the less dominant presses, such as Hampton, Peter Lang, Wadsworth, etc., and from textbook publishers, such as Prentice-Hall and Allyn & Bacon. The former bring out books linking educational leadership to broader socio-political and cultural issues. The latter tend to revise editions as their approach to structural and knowledge changes in the field.

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[5] For book titles listed in the sections under publishers' subheading, I have not provided full bibliographical citations because their inclusion is not as references, but rather as part of the text itself.

Corwin Press has been a very aggressive educational leadership publisher and has assumed an even broader market approach by (1) merging with Sage Publications, publishers of research methods texts and other scholarly works; and (2) publishing educational leadership journals -- which also gives Corwin an advantage in terms of viewing cutting edge research. From Corwin's recent 2001 Educational Administration Resource subtitled "supplements for your courses," I have identified in Table 2 below the following *keywords* along with *comments* that overlap the categories identified previously in Table 1:

Table 2: Corwin Press :Title Themes, 2001

Keywords	*Comments*
accountability	Structural Reform-emerging [see Figure 2b]
authentic assessment [portfolios]	Substance-evolving [see Table 1 & Figure 2b]
building a learning community	Substance-evolving [see Table 1]
control	Substance-static
data analysis	Substance-emerging [see Figure 2b]
inclusion	Context-emerging [see Table 1 & Figure 2a]
instructional leadership	Substance-static
lifelong learning	Substance-static
mentoring/internships	Structural Reform-evolving [see Table 1 & Figure 2b]
praising	Substance-static
professional growth	Structural Reform-static
school improvement	Structural Reform-emerging [see Figure 2b]
student achievement	Substance-emerging [see Figure 2b]
teacher supervision	Substance-static

First, I would point out that the number of topics labeled "static" [5] on the Corwin Press list should not be surprising. Publishing books costs money, and titles are carefully chosen based on their potential sales. Therefore, not every title can be or should be labeled "evolving" or "emerging." In fact, Corwin publishes a number of books that seek to (1) capture in print "the state of the art" in such titles as, Educational Administration: A Decade of Reform (1999) and the Handbook of Instructional Leadership (1998), and to (2) keep in print "classics" on educational leadership reform such as, The Landscape of Leadership Preparation (1992) and Changing the Way we prepare educational leaders: The Danforth Experience (1993). At the same time, Corwin upholds a forward looking approach by bringing out a wide variety of evolving and emerging titles such as the second edition of Blasé and Kirby, Bringing out the Best in Teachers, 2nd Edition (1999). According to their press release, the expanded second edition includes data, recent research, national reports, emphasized elements of instructional leadership and facilitative-democratic leadership — substance and structural reform topics on our list of evolving research topics. Also consistent with the evolving theme, Corwin published Transforming Schools and Schools of Education, (1998), a book written by members the SUNY-Buffalo faculty. And, as an example of what I have labeled "emerging"

contextual trends, Corwin has published Let my spirit soar: Narratives of diverse women in school leadership (1998) by Maennette K. P. Ah Nee-Benham & Joanne Cooper – relating personal stories and lived experiences of nine diverse women's leadership.

One Corwin Press theme not reflected in any of the previous evidence is a practitioner "insider" view of administration: that is, supposedly what you never learned in a graduate school program. This so-called insider material is reflected in the following titles: Who Said School Administration Would Be Fun: Coping with a New Emotional and Social Reality (1998); You sound taller on the telephone: A practitioner's view of the principalship (1999); If only I knew: Success Strategies for navigating the principalship (1998); and, Lead, Follow, or get out of the Way: How to be a more effective leader in today's schools (1999). Whether or not the information is research-based or reflects structural reforms, I can't say, but the marketing effort certainly reflects the values of the pre- TEA-SIG era – yet by the number of such titles, I would assume that these titles sell.

Jossey Bass, is another active publisher, in terms of bringing out paperback editions of their initial hardback printings and in utilizing the same authors to write follow-up books to those titles which have sold well in the past. Names familiar to educational leadership regularly write for Jossey Bass: Barth, Sergiovanni, Schlechty, Glickman, Deal, Peterson, Hargreaves, and others [i.e., **substance/structural reform evolving**]. Their 2000 and 2001 publications include titles already being cited in the literature – indicating that they have been read [and used in classes?] by other educational leadership professors. In terms of marketing, Jossey-Bass has (1) capitalized on perhaps the most famous cliché in education today: All Children Can. (2) used current reforms in book format [e.g., character education, community and charter schools] such as Developing democratic character in the young, (2001) and Shaking up the school house: How to support and sustain educational innovation (2000), and (3) expropriated the most widely used metaphor in leadership today as part of their book titles: Barth's new book Learning by *heart* (2001), Encouraging the *heart* (1998) by Kouzes and Posner, Shaping school culture: The *heart* of leadership, by Deal & Peterson (1998) [my italics]. The most relevant title to this entire review is the use of the word "learn" in Learning to change (2000) by Andy Hargreaves, et al.

Eye on Education, a newcomer on the publishing scene and the sponsor for the TEA-SIG can no longer be viewed as a minor player in the world of publications. They have been very active bringing out 14 new titles in leadership from 1998 to 2000. They have a "School Leadership Library listing which according to their website advertisement applies "the 21 domains of knowledge and skills recommended by the National Policy Board for Educational Administration" (**www.eyeoneducation.com/leadership1.html**). A recent text, The emerging principal (Skrla, et al., 2001) relates the 21 domains to the National ISLLC Standards. The focus of their texts is on practical advice [e.g., Dealing with difficult teachers (Whitaker, 1999), Staff development: Practices that promote leadership in learning communities (Zepeda, 1999), Working in a legal and regulatory environment: A handbook for school leaders (Sperry, 1999), Money and schools: A handbook for practitioners (Thompson & Wood, 1998)]. But like its two leading competitors, Eye on Education also courts a number of research-oriented authors such as

Paula Short, Neil Theobold, Gary Crow and Betty Malen. Thus, we see the combination of knowledge base research and structural reforms, although not necessarily in the same titles.

In contrast to the Big Three, there is the "small" publisher, such as **Peter Lang.** Here is a list of their most recent 1999-2000 publications:
Comparative perspective on the role of education in democratization , Socialization, Identity, and the politics of Control , Dismantling White privilege: Pedagogy, politics, and whiteness, Forging an educative community: The wisdom of love, the power of understanding and the terror of it all, and What's at stake in the K-12 Standards War: A Primer for Educational Policy Makers . The titles are deliberately provocative, often combining current policy areas (e.g., standards, charter schools) with popular culture, critical discourse and praxis. As yet, neither the TEA-SIG presentation themes nor the most active publishers have tried to make this theoretical leap.

What will the future be for any of the books cited above? Will they join Jentz and Wofford as forgotten texts or will one or more become classics? Will Hargreave's et al. begin a new trend toward learning and teaching leadership? As I look for trends, even over this relatively short seven year timespan, however, I am left wondering when the field of educational leadership will see a book like Teaching to transgress by bell hooks [published by Routledge (1994)]? I know that there are leadership colleagues who use this text in their courses, but as important as this book is, it is still not about leadership or school reform. Teaching and learning in educational leadership is still awaiting such a book.

Conclusions

At this juncture, there is both good and bad news to report regarding research trends in teaching and learning educational leadership. On the plus side, I view the emergence of contextualized studies as systematic efforts to connect the lived experiences of practitioners and students with new ideas in teaching and learning leadership. Moving social contexts such as poverty, cross-cultural analyses, race, gender, etc. to the foreground represents a change from the more "objective," discipline-oriented, rational and behavioral analyses of the past. To me, there is an added richness to research which captures the differential realities of schooling and communities. While a number of topics listed as emerging themes will probably be "one hit wonders," and thus, join the list of "static" topics, what remains holds out great theoretical and practical promise for our field.

That optimism, notwithstanding, I continue to believe (Bogotch, 1995) that our self-reflexive works on teaching, learning, and program design have not been sufficiently joyful, critical, or theoretical. If we are to find that joy, we need to build the theoretical bridges across such diverse fields of study such as feminism, critical theory, adult learning, and postmodernism. Moreover, we need to offer in concrete and grammatical terms the direct objects of reflective practice (Schon, 1983) along the normative lines of social justice and student achievement.

The TEA-SIG is about teaching and learning, a topic that affects us on a daily basis. The educational potential of the structural reforms, especially technology and standards, have not been fully realized. As a result, we are working within an environment that still trumpets the efficiency of scientific measurement coupled with the content demands for standards and accountability. The consequences are abusive for K-12 students and the adults who work with them. At the same time, however, the range of cross-cultural and diverse contexts, the knowledge base of postmodernism, the explosion of new texts and discourses are emerging all around us. At some point, K-12 schools, especially public schools, will have to incorporate the social and intellectual dynamics happening in the larger, global context. If not, then public schools and our field of educational leadership will find itself not only with shortages of teachers and administrators, but also of students and professors of educational leadership. As cuurent trends suggest, this is not prophetic – it is already happening.

Specifically, we need both sustained studies as well as syntheses of many of the evolving trends identified here. In much the same way that the early AERA reviewers were skeptical about the quality of self-reflexive classroom or programmatic research designs, I can begin to distinguish between the conceptual richness that results from sustained study versus surface findings reported by beginning or single research efforts. For example, at this year's 2001 AERA conference, a number of researchers reported on the *emotional dimensions* of leadership; it was clear [to me, at least] that the work of Richard Ackerman and Patricia Maslin-Ostrowski (2001), which had been reported at a number of previous TEA-SIG sessions, has reached a level of sophistication that teases out the contradictions and nuances from their leadership themes as opposed to reporting again on themes that continuously emerge from studies in this area. While beginning research efforts can reaffirm and potentially identify new ideas, the topics identified as evolving trends in this paper deserve more than just passing interest.

Yet, too often, our research efforts begin after structural reforms are already operational, so that our research findings continually lag behind the lived experiences of school administrators. The pace in the "school world" does not wait for systematic analysis. And so, whether we are talking about uses of technology, cohort models, or even school improvement programs, decisions and implementation are taking place everyday without research-based evidence. One answer is that we need more empirical research on what is happening all around us. Most readers would expect a researcher to come to this conclusion. But, as I review the relationship between the TEA-SIG, AERA, and publishers' titles, and the authors, it seems that some of the most talented researchers in educational leadership have opted to stop conducting field-based research studies in favor of writing "best-selling" books. In some instances, this practice has gone on for over a decade. Is that a problem for the field of educational leadership? It could be if the best-selling books alone become the dominant curriculum for educational leadership programs. Given the new "landscape" in educational leadership, it is important that research move off of the "static" category and into the categories of evolving and emerging. It is incumbent upon TEA researchers to make their research studies accessible to practitioners and publishers. Otherwise, why are we doing and presenting so

much AERA research? And, what does this say about our knowledge base? In sum, we need to be alert to this publishing trend which has a powerful presence in the teaching and learning of leadership.

Concluding Thoughts on a Pedagogical Leadership Theory

The third research question of this paper asked, how has research on the role of teaching and learning in educational leadership moved towards developing a pedagogical theory of leadership. While I believe that this question is the most important one confronting our field, I was perhaps too ambitious to suggest there would be an answer to it in this paper. What I hope to have accomplished was to raise thoughtful issues for future discussion and research. Certainly, I have *not* outlined a theory of practice (Bourdieu, 1972/77). But what I would like to do here is to conclude by linking some of the identified trends to assumptions I hold about pedagogical leadership:

(1) Educational leadership can be taught and learned inside a university classroom context that has been re-conceptualized as leadership *praxis* in order to study the messy interactions and cognitive dissonance in learning [e.g., group dynamics, adult interactions, making choices and experiencing consequences]. This view is in contrast to textbook dominated classrooms in which the subject-matter is presented in a sterile, linear format with only a limited number of variables serving as "real world" proxies. Situating teaching and learning inside of a classroom is positioned against a set of personnel policies favoring tighter recruitment and selection criteria as a way to reform educational leadership programs. The latter negates the power of pedagogy to change dispositions and points us back towards an era when we were looking for naturally born leaders. Regardless of such debates, however, our leadership pedagogy must made more convincing.

(2) Once the classroom context has been re-conceptualized, our students can be taught to think reflexively, on-their-feet, as aspiring administrators, acting in socialized yet realistic settings similar to those on-the-job. Such play acting – whether through cases or simulations – facilitates both normative and critical discussions of leadership actions.

(3) In addition, aspiring administrators can be taught to engage in contextually grounded research based on their everyday actions; therefore, research questions would emerge from practice, rather than be imposed artificially from without, and, our new knowledge would be constructed – i.e., a grounded and contextual knowledge base that is more conducive for leadership practice and real change (Bogotch, 1995).

To this list, I would add a fourth pedagogical criteria, that is,

(4) A re-conceptualization of the role and discourse of school leaders. Educators are strongest when practicing what they know and do best – in this case, it is

> teaching, not "acting" as managers or policymakers. School leaders have not yet recognized the power of teaching and learning as part of their leadership practice. As a result, we put ourselves in leadership situations where we will always be at a disadvantage. Instead of debating policy or trying again and again [unsuccessfully] to implement change, I would advocate that school leaders begin to teach the lessons of change theory (see Fullan) and other worthwhile organizational processes to their faculties and staffs. The knowledge that we in educational leadership offer school leaders inside of university classrooms needs to be translated into real lesson plans that can be used inside of schools and school systems.

In theory and practice, these criteria create tensions. Too often in my own educational leadership classes, this tension is met by the choice to be silent. While some of this can be explained by relational concepts such as trust and time, professors of educational leadership need to recognize that our knowledge and power puts our students' knowledge and power at a disadvantage. Our frames of reference, whether rational analysis or critical theory, are our tools, not theirs (Ellsworth, 1989). We make a category mistake by assuming that our tools are the ones aspiring or practicing administrators need to better lead schools. They are not. Our current tools belong to a different dimension, separate and apart from practitioner knowledge and power. The burden is on us to reconstruct our practice and relationship as one of differences, not as alternatives or substitutes. Our classrooms are spaces to explore these differences [of context] so that a practitioner knowledge of leadership can be re-constructed for their best uses, not for ours. To date, we have not done this very well as a field.

The ultimate challenge is that new leadership teachings and actions need to take place in a learning-to-learn context which should be extended outwards from the university classroom into the school setting. While administrators are the individuals officially in charge, they must be permitted to learn and grow and not expected to come to the job with ready-made answers. Knowledge of research methods can facilitate the teaching and learning of this educational reality. Almost by definition, educational administration is a "self and other regulating" practice; that is, administration sustains and promotes the dominant values and structures whether for self-advancement (e.g., careerism) or organizational loyalty. Thus, we are (1) economically, (2) socially and (3) psychically vested in maintaining our systems. There can be no real change to emerge from being an educational administrator, so long as it is divorced from the teaching and learning of leadership.

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Appendix

Modified Version of Achilles' Table: Summary Comparisons of *Seven* Sources of Data and Ideas About Education Administrator Preparation (1950-1990) (Achilles, 1994, p17)**

Categories	CPEA 1950-59	IUP-II 1961-67	LEAP EPDA 1968-72	Culbertson et al. 1969	Danforth 1986	AACTE 1988	NPB 1987	Total of 7
Pre-program								
Focus	Supt	Prac	Prac	Supt	Prac	Prac	Prac	all 7
Recruitment	No	yes	yes	yes	yes	yes	yes	6 of 7
Selection	yes	yes	yes	yes	yes	yes	yes	all 7
Program								
Full-time	yes	yes	yes	yes	yes	yes	yes	all 7
Interdisciplinary	some	yes	yes	yes	yes	yes	yes	all 7
Student support ($)	no	yes	yes	yes	?	yes	yes?	5 of 7
Cohort	yes?	yes	yes	yes?	yes	yes	yes	all 7
Planned Program	yes	yes	yes	yes	yes	yes	yes	all 7
Core Courses	?	yes	yes	yes?	yes	yes	yes	6 of 7
Internship	yes	yes	yes	yes	yes	yes	yes	all 7
Inquiry/Research	yes	yes	yes	yes	yes?	yes	yes	all 7
Cognate	yes	yes	yes	yes?	yes?	yes	yes	all 7
Evaluation	yes	yes	yes	N/A	yes	N/A	N/A	4

Yes?=implied, ?=not mentioned, N/A=not applicable, prac=practitioner,supt=superintendent

**The original version was published in EAQ

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